

Scope and Sequence for Equipping Your Students with the Necessary Technology Skills for a Successful Performance Task

Your students are going to create a performance task using technology at the Modification or Redefinition levels of the SAMR model. How can you help your students stay focused on the content and not on the technology while they are creating this project?

In the 5 skills charts below, make a list of all the skills related to the planning, creation, and presentation of that performance task that you expect your students to utilize. (You may add or delete rows to each chart as needed.) The goal is that you will help your students already have the majority of the technology skills necessary to create a successful product prior to the performance task production point of your unit.

Remember to think TPACK.

NOTE: The focus of this list is the technology components; however, elsewhere in your unit, you will also need to consider the human components (critical thinking, public speaking, cooperating with colleagues, rehearsing a dialogue before filming, etc.).

Your Name	Sean
What is the performance task for your unit?	In an attempt to get more students to participate in activities, the superintendent of a school district has asked you, a sports science analyst, to create an informational presentation about an activity for students. The superintendent has one stipulation, however, that the video must be educational for the students. Your job, as a sports science analyst, is to examine the basic linear, quadratic, and exponential functions involved with an activity of your choice. You must present this information in a way that is informative, engaging, and tasteful to the superintendent as well as appealing to students. It is important that you provide appropriate examples of how each activity represents the three functions in order to make the presentation educational. Using a Nearpod presentation, illustrate the different mathematical components involved with your activity. Pitch this presentation to the superintendent for approval.
What technology will students use to create the performance task (if more than one, differentiate between what is an option and what will be required)	The technology that students will use is Nearpod (a video is included).
Lesson # in which students will create the performance task	This summative assessment will also be present in lesson 1, where students will use Nearpod in order to show how linear equations relate to the real world. In addition,

	students should be constantly thinking throughout the lessons on what they would like to do their presentation on.
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1. Skills for **planning** the performance task (storyboard, outline, script, research of content, etc.)

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
Organization of thoughts	http://www.mindmup.com/#m:new : this allows students to organize their thoughts so they can easily put their product together.	I could easily introduce all of my students to this in earlier lessons because it is a great tool for organizing information, and it would be very helpful for other classes other than solely mine. I could also have students put together some sort of portfolio of their information in previous lessons so the idea isn't so new.

2. Skills for **capturing** raw components that will be used in the performance task (recording video, capturing audio, searching for photos and graphics, understanding copyright and privacy, etc.)

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
Recording video	http://www.wikihow.com/Record-from-a-Webcam This website will step by step show people how to record a video from their computer (depending on the computer). This will be beneficial to students because it is written in steps.	I can have students work together in a previous lesson on recording videos for an assignment. They can show steps of a problem and how to complete it.
Searching for pictures/information	This website is helpful to students because it can help them look for information in the most efficient way possible. http://www.noodletools.com/debbie/literacies/information/5locate/adviceengine.html	As part of one of my lessons I could have students research a specific topic, for example, the number e, and report their information back to groups to discuss.

3. Skills for **editing/refining** the performance task (edit, transitions, manipulation, supplementing with music, inserting text, etc.),

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Understanding of Nearpod	http://www.nearpod.com/how-it-works/ : This explains the basics of Nearpod and how it is used to help teach. The actual creation of slides within Nearpod is very strait forward and does not require any additional instruction.	I could have students work in groups of two before I assign the project so they can work together in getting a good understanding of the program before they use it alone. They would have already had an understanding of the program from lesson 1.

4. Skills for **converting/exporting** a project file of the performance task (rendering video, exporting MP3 file, making an html version, etc.)

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
Publishing the presentation	http://snapguide.com/guides/publish-a-nearpod-presentation/ : This guide will help students publish their presentation easily and efficiently.	This information could be added into my explanation of how to use the program before I assign the project. Other than that I am not sure this could easily be added into a previous lesson. Also they would have already had an understanding of the program from lesson 1.

5. Skills for **making the performance task ready for the presentation** (uploading a video to youtube, setting a wiki's privacy to protected or public, sharing a Google Doc/Site/Survey/Presentation, using the presenter's tools in PowerPoint, etc.)

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
Sharing the presentation	http://snapguide.com/guides/share-nearpod-presentations/ : This will explain how students can share their presentations. When they are going to do the presentation, and have other students "sign in" they will give out the code for their presentation that will allow others to view it.	If I use Nearpod as a teaching tool in my classroom I will have already had students be "signing in" to my lessons. They would also have used Nearpod in lesson 1.